

## J K GOURDIN ELEMENTARY

2205 Highway 35  
St. Stephen, SC 29479

**GRADES** K-5 Elementary School

**ENROLLMENT** 226 Students

**PRINCIPAL** Roberta White 483-567-3637

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-899-8602

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	23	36	3

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

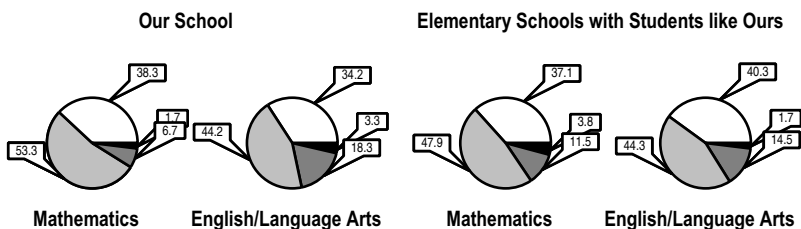
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




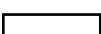
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	19	41	38
Percent satisfied with learning environment	100.0%	81.6%	84.2%
Percent satisfied with social and physical environment	94.7%	87.2%	68.4%
Percent satisfied with home-school relations	57.9%	90.0%	89.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	122	100.0	34.2	44.2	18.3	3.3	21.7	17.6
Gender								
Male	67	100.0	41.5	38.5	15.4	4.6	20.0	17.6
Female	55	100.0	25.5	50.9	21.8	1.8	23.6	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	120	100.0	34.7	44.1	17.8	3.4	21.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	108	100.0	30.8	45.8	19.6	3.7	23.4	17.6
Disabled	14	100.0	61.5	30.8	7.7	N/A	7.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	122	100.0	34.2	44.2	18.3	3.3	21.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	122	100.0	34.2	44.2	18.3	3.3	21.7	17.6
Socio-Economic Status								
Subsidized meals	114	100.0	36.6	42.9	17.0	3.6	20.5	17.6
Full-pay meals	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	122	100.0	38.3	53.3	6.7	1.7	8.3	15.5
Gender								
Male	67	100.0	41.5	50.8	7.7	N/A	7.7	15.5
Female	55	100.0	34.5	56.4	5.5	3.6	9.1	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	120	100.0	38.1	54.2	5.9	1.7	7.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	108	100.0	37.4	53.3	7.5	1.9	9.3	15.5
Disabled	14	100.0	46.2	53.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	122	100.0	38.3	53.3	6.7	1.7	8.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	122	100.0	38.3	53.3	6.7	1.7	8.3	15.5
Socio-Economic Status								
Subsidized meals	114	100.0	40.2	52.7	6.3	0.9	7.1	15.5
Full-pay meals	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	41	N/A	31.7	39.0	29.3	N/A	29.3
	Grade 4	44	N/A	38.6	56.8	4.5	N/A	4.5
	Grade 5	50	N/A	38.0	54.0	8.0	N/A	8.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	34	100.0	15.2	36.4	36.4	12.1	48.5
	Grade 4	44	100.0	37.2	46.5	16.3	N/A	16.3
	Grade 5	44	100.0	45.5	47.7	6.8	N/A	6.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	41	N/A	31.7	34.1	29.3	4.9	34.1
	Grade 4	44	N/A	75.0	20.5	4.5	N/A	4.5
	Grade 5	50	N/A	52.0	40.0	6.0	2.0	8.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	34	100.0	21.2	63.6	12.1	3.0	15.2
	Grade 4	44	100.0	44.2	48.8	7.0	N/A	7.0
	Grade 5	44	100.0	45.5	50.0	2.3	2.3	4.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 226)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 4.7%	2.5%	2.4%
Attendance rate	97.6%	Down from 98.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.6%	Up from 4.9%	4.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.6%	Down from 6.2%	8.3%	8.0%
Older than usual for grade	0.4%	No change	3.1%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	38.9%	Up from 33.3%	47.3%	50.0%
Continuing contract teachers	72.2%	Up from 66.7%	77.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.8%	Up from 74.7%	79.5%	86.2%
Teacher attendance rate	93.9%	Down from 94.2%	95.3%	95.3%
Average teacher salary	\$36,483	Up 3.7%	\$37,937	\$39,909
Prof. development days/teacher	13.0 days	Up from 9.4 days	12.7 days	11.4 days

School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio	16.0 to 1	Down from 19.1 to 1	16.7 to 1	18.9 to 1
Prime instructional time	90.1%	Down from 90.9%	89.1%	89.7%
Dollars spent per pupil*	\$7,154	Up 45.9%	\$7,019	\$5,892
Percent spent on teacher salaries*	52.2%	Down from 57.5%	63.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.0%	Up from 93.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

J.K. Gourdin Elementary School is a small, rural school located in the Pineville-Russellville community area of Berkeley County. We serve a population of 224 learners. Our community is rich in family values, religious beliefs, and a sense of closeness. Our students have a strong sense of family.

The faculty and staff of J.K. Gourdin value a positive school climate. Through the efforts of some teachers the school received School-To-Work Learning Grants that involved the entire school working together as a community. Last year the involvement of parents, businesses, teachers, students, and administration helped to promote a positive learning environment. Parents, teachers, and students participated in school functions. The administration and our business partners recognized deserved student achievement.

J.K. Gourdin improved in the percentage of students scoring basic or higher on the math portion of the PACT Test in grade three by 29 percentage points and grade five by 20 percentage points. Grade four declined by two percentage points. Based on the student test scores, we continued programs such as extended-day and extended-year tutoring, Academy of Reading, Cunningham 4-Block Model, Accelerated Reading, Project Inquiry Science, Soar to Success, Early Success, STAR Math, STAR Reading and 6+1 Writing Traits to help our children succeed. We utilize a fully functioning Science Lab, the Twenty-First Century program and the First Steps program. Students use computer labs daily to build their technological skills and improve their reading and math skills. We continue to offer a parenting room and our Parent Activities Program provides a strong link between the classroom and the home.

Through our Title I project we have met the challenge of retaining a dedicated and highly qualified staff. Several initiatives have been implemented to help meet the challenge. The TASSEL program, mileage reimbursement, and student loan repayment all address this issue. Other challenges include meeting and raising the measures of achievement on all state-mandated testing and maintaining a solid parent volunteer force.

Due to the efforts of the administration, staff, students, and parents during the 2002-2003 school year, we expect improvement in all academic and non-academic areas.

Roberta White, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.